



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 11461376
SAU: Saco School Department
School: Saco Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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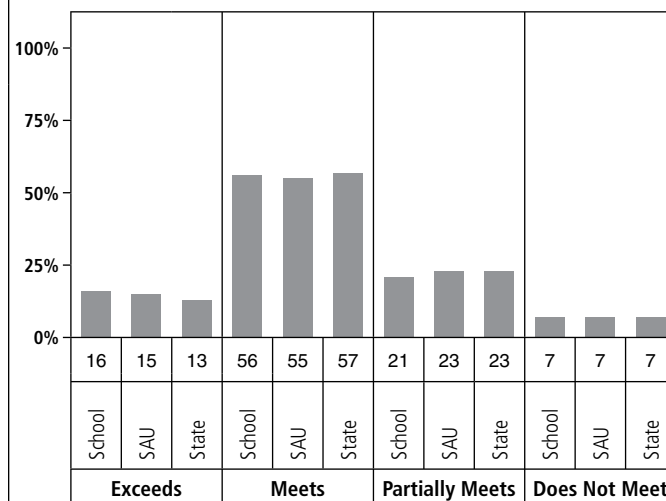
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Saco School Department
School: Saco Middle School

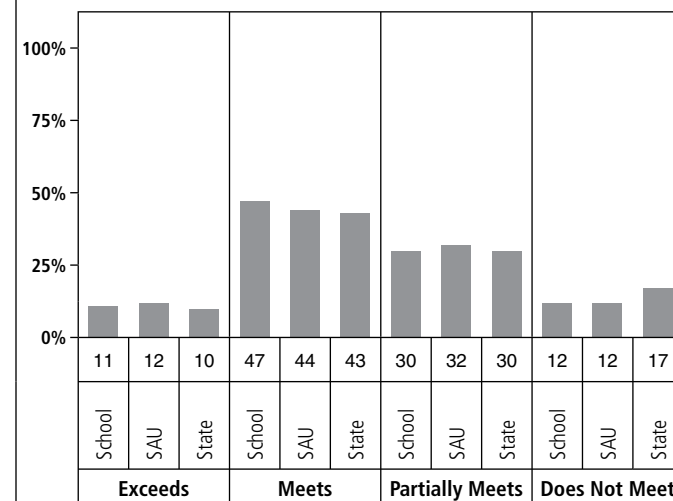
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	645	645	644
2006–2007	647	647	646
2007–2008	649	649	648
Cum. Avg. *	647	647	646
Mathematics			
2005–2006	637	637	641
2006–2007	645	645	643
2007–2008	644	644	642
Cum. Avg. *	642	642	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: Saco School Department
 School: Saco Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	223	100	194	100	14365	100	221	99	192	99	14266	99	221	99	192	99	14268	99												
Ethnicity African American/Black	5	2	5	3	418	3	4	80	4	80	407	97	4	80	4	80	413	99												
American Indian or Native Alaskan	1	0	1	1	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	5	2	5	3	249	2	5	100	5	100	249	100	5	100	5	100	248	100												
Hispanic	3	1	3	2	149	1	3	100	3	100	147	99	3	100	3	100	147	99												
Caucasian/White	209	94	180	93	13438	94	208	100	179	99	13353	100	208	100	179	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	39	17	38	20	2518	18	38	97	37	97	2479	99	38	97	37	97	2479	99												
Current LEP	5	2	5	3	349	2	5	100	5	100	339	97	5	100	5	100	344	99												
Economically disadvantaged	50	22	47	24	5335	37	49	98	46	98	5277	99	49	98	46	98	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	187	84	158	81	11613	81	187	84	158	81	11626	81												
Identified disability (PET/IEP)	5	3	4	3	373	3	5	3	4	3	373	3												
LEP	5	3	5	3	187	2	5	3	5	3	187	2												
504 plan	3	2	2	1	149	1	3	2	2	1	150	1												
Participation with accommodations	30	13	29	15	2451	17	30	13	29	15	2446	17												
Identified disability (PET/IEP)	29	97	28	97	1909	78	29	97	28	97	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	2	7	2	7	85	3	2	7	2	7	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
Participation through alternate assessment (PAAP)	4	2	5	3	197	1	4	2	5	3	196	1												
Identified disability (PET/IEP)	4	100	5	100	197	100	4	100	5	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	2	1	2	1	75	1	2	1	2	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Saco School Department
School: Saco Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	21	9	20	10	1176	8
	2006-2007	12	5	12	6	1132	8
	2007-2008	34	16	28	15	1817	13
	Cum. Total*	67	10	60	10	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	127	53	105	52	7612	51
	2006-2007	164	67	142	66	8127	57
	2007-2008	122	56	102	55	8072	57
	Cum. Total*	413	59	349	58	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	70	29	56	28	4080	27
	2006-2007	60	24	51	24	3549	25
	2007-2008	45	21	43	23	3194	23
	Cum. Total*	175	25	150	25	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	21	9	20	10	2005	13
	2006-2007	10	4	10	5	1478	10
	2007-2008	16	7	14	7	981	7
	Cum. Total*	47	7	44	7	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.5	59.8	33.2	59.3	32.7	58.4
Literary Text	28	50	16.5	58.9	16.4	58.6	16.3	58.2
Informational Text	28	50	17.0	60.7	16.8	60.0	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Saco School Department
 School: Saco Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	217	34	16	122	56	45	21	16	7	649	187	15	55	23	7	649	14064	13	57	23	7	648
Ethnicity																						
African American/Black	4										4						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	5	1	20	2	40	1	20	1	20	645	5	20	40	20	20	645	247	16	60	20	4	650
Hispanic	3										3						145	8	45	34	14	643
Caucasian/White	204	32	16	116	57	41	20	15	7	649	174	15	55	22	7	649	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	34	0	0	7	21	15	44	12	35	635	32	0	19	47	34	635	2282	2	29	42	27	636
No	183	34	19	115	63	30	16	4	2	652	155	18	62	18	2	652	11782	15	63	19	3	650
Current LEP																						
Yes	5	1	20	2	40	1	20	1	20	645	5	20	40	20	20	645	329	4	44	30	22	640
No	212	33	16	120	57	44	21	15	7	649	182	15	55	23	7	649	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	46	3	7	21	46	14	30	8	17	642	42	7	43	31	19	642	5153	6	51	31	12	643
No	171	31	18	101	59	31	18	8	5	651	145	17	58	21	4	651	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	217	34	16	122	56	45	21	16	7	649	187	15	55	23	7	649	14057	13	57	23	7	648
Gender																						
Female	101	19	19	60	59	17	17	5	5	651	88	17	59	18	6	650	6967	16	59	20	5	650
Male	116	15	13	62	53	28	24	11	9	647	99	13	51	27	9	647	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	30	2	7	14	47	11	37	3	10	642	20	5	35	50	10	640	1186	6	41	42	11	642
No	187	32	17	108	58	34	18	13	7	650	167	16	57	20	7	650	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	217	34	16	122	56	45	21	16	7	649	187	15	55	23	7	649	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Saco School Department
School: Saco Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 47 44 6	0 16 18 0	0 16 19 0	2 56 55 9	29 55 57 75	3 21 18 3	43 21 19 25	2 9 5 0	29 9 5 0	633 649 650 648	3 49 43 5	0 15 17 0	0 54 57 70	60 23 20 30	40 8 6 0	627 649 650 647	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	52 40 5 2	22 12 0 0	19 14 0 0	71 42 8 1	63 48 73 20	18 23 1 2	16 26 9 40	2 10 2 2	2 11 18 40	652 647 645 636	50 42 5 2	19 13 0 0	61 47 70 25	17 29 10 50	2 11 20 25	652 646 644 640	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	25 56 16 3	18 16 0 0	34 13 0 0	27 72 18 4	51 60 53 57	5 26 11 2	9 21 32 29	3 7 5 1	6 6 15 14	655 649 643 639	26 56 16 3	31 13 0 0	52 57 48 60	10 24 34 40	6 6 17 0	653 649 642 643	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 67 17	2 25 7	6 17 19	17 90 14	50 63 38	8 24 12	24 17 32	7 5 4	21 3 11	645 651 647	16 66 17	7 16 19	50 62 31	27 18 38	17 4 13	646 650 646	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	7 48 45	0 12 22	0 12 23	1 60 59	7 58 61	7 23 14	50 22 14	6 8 2	43 8 2	633 648 653	6 50 44	0 11 22	0 57 60	64 24 16	36 9 2	633 647 652	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	47 50 4	20 13 1	20 12 13	50 68 4	50 64 50	23 18 3	23 17 38	7 8 0	7 7 0	650 649 651	49 47 4	18 13 14	51 60 57	24 21 29	8 7 0	649 648 653	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	14 58 13 16	6 24 2 2	20 19 7 6	17 66 18 20	57 53 67 59	3 28 6 7	10 23 22 21	4 6 1 5	13 5 4 15	650 650 650 645	12 61 12 15	18 18 9 7	55 54 61 54	9 24 26 25	18 4 4 14	647 650 649 645	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	57 29 14 0	0 0 1 0	0 0 100 0	1 1 0 0	25 50 0 0	3 1 0 0	75 50 0 0	0 0 0 0	0 0 0 0	642 645 668 0	60 40 0 0	0 0 50 0	0 50 50 0	100 50 50 0	0 0 0 0	637 645 0 0						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Saco School Department
School: Saco Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	10	4	10	5	1463	10
	2006-2007	38	15	37	17	2092	15
	2007-2008	24	11	23	12	1474	10
	Cum. Total*	72	10	70	12	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	94	39	80	40	5914	40
	2006-2007	107	43	88	41	5731	40
	2007-2008	101	47	82	44	6008	43
	Cum. Total*	302	43	250	42	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	78	33	65	33	4494	30
	2006-2007	74	30	65	30	4175	29
	2007-2008	66	30	59	32	4244	30
	Cum. Total*	218	31	189	31	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	56	24	45	23	3014	20
	2006-2007	27	11	25	12	2308	16
	2007-2008	26	12	23	12	2346	17
	Cum. Total*	109	16	93	15	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.7	51.1	9.6	50.5	9.6	50.5
Cluster 2: Shape and Size	15	27	9.0	60.0	8.9	59.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.5	64.3	4.4	62.9	4.2	60.0
Cluster 4: Patterns	15	27	7.6	50.7	7.5	50.0	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Saco School Department
 School: Saco Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	217	24	11	101	47	66	30	26	12	644	187	12	44	32	12	644	14072	10	43	30	17	642
Ethnicity																						
African American/Black	4										4						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	5	1	20	3	60	1	20	0	0	647	5	20	60	20	0	647	247	13	50	25	13	646
Hispanic	3										3						145	9	32	34	25	638
Caucasian/White	204	21	10	96	47	62	30	25	12	644	174	11	44	32	13	644	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	34	2	6	1	3	17	50	14	41	627	32	6	3	50	41	627	2283	2	18	31	49	627
No	183	22	12	100	55	49	27	12	7	647	155	14	52	28	6	647	11789	12	48	30	10	645
Current LEP																						
Yes	5	0	0	4	80	1	20	0	0	646	5	0	80	20	0	646	339	5	22	32	41	631
No	212	24	11	97	46	65	31	26	12	644	182	13	43	32	13	644	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	46	1	2	14	30	21	46	10	22	635	42	2	29	45	24	634	5160	4	34	36	26	636
No	171	23	13	87	51	45	26	16	9	647	145	15	48	28	9	647	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	217	24	11	101	47	66	30	26	12	644	187	12	44	32	12	644	14065	10	43	30	17	642
Gender																						
Female	101	9	9	49	49	34	34	9	9	644	88	9	48	33	10	643	6974	10	43	31	16	642
Male	116	15	13	52	45	32	28	17	15	644	99	15	40	30	14	644	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	30	0	0	10	33	13	43	7	23	636	20	0	25	50	25	634	1192	4	23	43	30	634
No	187	24	13	91	49	53	28	19	10	645	167	14	46	29	11	645	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	217	24	11	101	47	66	30	26	12	644	187	12	44	32	12	644	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Saco School Department
School: Saco Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	29	2	29	3	43	629	3	0	20	20	60	622	6	6	33	31	31	635
B. less than one hour	47	12	12	44	43	31	30	15	15	644	49	13	40	33	14	644	56	11	43	30	16	643
C. one to two hours	44	10	10	48	50	31	32	7	7	645	43	11	48	33	7	644	34	11	45	30	14	644
D. more than two hours	6	2	17	7	58	2	17	1	8	645	5	20	60	10	10	647	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	47	17	17	50	50	31	31	3	3	649	45	20	48	30	2	649	45	14	47	28	11	646
B. They match some of what I have learned.	44	4	4	45	48	29	31	16	17	641	47	5	43	34	18	640	43	8	43	33	17	641
C. They match just a little of what I have learned.	7	2	13	6	38	4	25	4	25	640	6	9	36	27	27	638	9	6	30	33	32	635
D. There is no match.	2	1	20	0	0	1	20	3	60	631	2	25	0	25	50	633	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	15	31	22	46	8	17	3	6	653	24	34	41	18	7	653	29	24	51	17	8	651
B. good	50	9	8	59	55	31	29	9	8	645	49	9	52	29	10	644	48	6	45	33	16	641
C. fair	24	0	0	20	38	24	46	8	15	637	25	0	35	50	15	636	19	1	29	42	28	634
D. poor	4	0	0	0	0	2	25	6	75	622	3	0	0	20	80	618	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	6	10	27	43	18	29	12	19	641	29	9	40	32	19	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	62	14	11	62	47	43	32	14	11	644	62	12	44	32	11	644	62	9	45	31	14	643
C. easier than my regular schoolwork	9	4	21	11	58	4	21	0	0	654	9	24	53	24	0	654	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	10	9	51	48	39	36	7	7	644	51	10	44	39	7	644	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	48	13	13	46	44	27	26	18	17	644	45	14	42	26	18	644	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	17	4	67	0	0	1	17	648	3	17	67	0	17	648	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	1	4	8	30	11	41	7	26	635	12	5	23	41	32	632	17	8	39	30	22	639
B. two or three days a week	31	6	9	29	44	24	36	7	11	644	32	8	43	38	10	643	34	11	44	31	14	643
C. two or three times each month	40	12	14	48	56	21	24	5	6	648	39	16	53	25	5	648	31	12	44	29	15	644
D. never or almost never	17	5	14	16	44	8	22	7	19	643	16	17	40	23	20	643	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	15	2	6	18	56	3	9	9	28	640	14	8	54	12	27	639	11	11	37	29	23	641
B. two or three days a week	47	10	10	48	47	36	35	8	8	645	47	10	43	38	9	645	32	11	44	30	15	643
C. two or three times each month	25	8	15	25	45	17	31	5	9	646	25	17	45	30	9	647	32	11	45	30	15	643
D. never or almost never	13	4	15	10	37	9	33	4	15	641	14	15	35	35	15	639	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	1	6	9	53	3	18	4	24	640	8	7	43	21	29	637	7	6	29	33	32	635
B. 30–45 minutes	41	10	11	28	32	40	46	9	10	642	40	12	31	46	11	642	37	8	39	34	20	640
C. 45–60 minutes	50	13	12	61	57	23	21	10	9	647	51	14	55	23	8	647	42	13	47	28	12	645
D. more than 60 minutes	1	0	0	0	0	0	0	2	100	619	1	0	0	0	100	619	15	12	46	27	15	644
Optional school/SAU question																						
A.	57	0	0	2	50	1	25	1	25	640	60	0	33	33	33	634						
B.	29	0	0	1	50	1	50	0	0	646	40	0	50	50	0	646						
C.	14	0	0	1	100	0	0	0	0	660	0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number